LB1576
.T35

A Teaching Plan of Grammar

A Teaching Plan of Grammar

The Committee

KATE J. TUNNEY

GRACE CARROLL

CLARICE J. SMITH

and

twenty-three others

Copyright, 1916
By JOSEPH S. TAYLOR

FEB -5 1917

A Teaching Plan of Grammar

Prepared by a Committee

EDITED BY
JOSEPH S. TAYLOR, Pd. D.
District Superintendent of Schools, New York

1916
Published by
THOMAS J. McEVOY
6 Third Avenue, Brooklyn, N. Y.

LB1571
.I25

TABLE OF CONTENTS

PAGE

Preface 5

Notes on Grammar 9

Grade 5A 20

Grade 5B 24

Grade 6A 29

Grade 6B 34

Grade 7A 38

Grade 7B 44

Grade 8A 50

Grade 8B 56

Rules of Punctuation 65

©CLA453933

PREFACE.

Any one with large experience in supervision must be aware that it is difficult to secure satisfactory results in grammar. I learned this lesson nearly twenty years ago, while I was principal of an elementary school. A superintendent gave me the hint, after visiting all the classes of the school, that grammar needed attention. In an effort to discover the cause of our failure, I came upon this condition: The teacher of the highest class informed me that the children came to him without knowing any grammar; the next lower teacher gave the same excuse; and similar reports came from all the teachers clear down to the fifth grade, where the subject started.

They were all right; and this was the reason:

There was no plan in the school to analyze the subject, arrange it in orderly sequence, articulate grade with grade, and provide for systematic reviews. Each teacher interpreted the syllabus for himself. The result was just what it will be in any school where the conditions are similar. Although each teacher worked hard and faithfully, grammar was a failure.

I therefore prepared a plan for the school which was published later in a pamphlet edited by me, entitled, *Practical School Problems.* In less than two years after this plan went into effect, the teachers stopped saying that the children were promoted without knowing their

grade grammar. It would have been useless to offer such an excuse, because the principal had not only planned the work, but he was now working his plan.

The opportunity for the preparation of the present work was thrust upon me by the recent "Teachers' Institute." I appointed seven separate committees, one for the fifth year, and one each for grades 6A, 6B, 7A, 7B, 8A, 8B. Two of the appointees—Miss Kate J. Tunney and Mrs. Grace Carroll—represented me, and served on all the committees. The five additional teachers on each committee were selected by their grade colleagues in the several schools. Twenty-four schools were thus represented on the committees, and in each case the representative was presumably the best grammar teacher on the grade. My representatives were charged with the responsibility of co-ordinating the work of the several committees and of securing consistency in the form and content of the plans. They were greatly assisted, after the first conference, by the voluntary services of Miss Clarice J. Smith, who took part in the discussion and determination of the many mooted points and prepared the final copy of the report for presentation.

The following principles were laid down for the guidance of the committees:

"1. The course of study, the syllabus, and the pamphlet on grammar prepared by Superintendent Taylor are to be the basis of the content of the plans.

"2. No grade may contain less than the requirements of the syllabus, but may anticipate the work of a higher grade if the committee deems such a procedure advisable.

"3. The plans should make provision, in each grade, for systematic reviews of the work of that grade and of all preceding grades.

"4. Suggestions and illustrations of methods of presentation are admissible, but no reference should be made to a particular book. Paragraphs in the District Superintendent's pamphlet may be referred to by number."

The "Rules of Punctuation" found at the end of the present plan were prepared by the writer for use in his school years ago.

Attention is invited to the following features of the plan:

1. The copulative verb is included in the class of intransitive verbs. Some intransitive verbs are copulative, others are not.

2. In a footnote to the plans of grades 7A and 8B, the subdivisions of the pronominal adjective are given. It is manifestly a violation of at least two of the three rules of logical division to make the demonstrative adjective one of the large co-ordinate classes.

3. In a footnote to the plan of grade 8A will be found a statement regarding the interrogative adjective, which is called by some excellent authorities (e. g., Whitney) a relative adjective.

4. Verbals are classified in the plan as *infinitives, participles,* and *participial nouns.* This is done in obedience to the Board of Superintendents' Circular No. 17, 1911-'12, which uses these terms. In my "Notes on Grammar," however, I am using *gerund* instead of *participial noun,* because I am convinced that *gerund* is the more

accurate term. In this view I am supported by the N. E. A. Nomenclature Committee, which calls attention to the fact that the term is common to English, Latin, and the Romance languages. Teachers in schools outside of New York may use *gerund.*

5. In every grade, the concrete example of a rule or definition is to be shown first; then the pupil is asked to find other examples in the reading of the grade; and finally he is encouraged to embody what he has learned in his own compositions. To stop with mere analysis in any case is to make your instruction a matter of memory; the pedagogic circle is incomplete unless the pupil be required immediately to put his knowledge to the test in synthetic work. This is only another way of saying that impression and expression must go hand in hand.

JOSEPH S. TAYLOR.

New York, November 15, 1916.

NOTES ON GRAMMAR

By JOSEPH S. TAYLOR

District Superintendent

THE following definitions and classifications embody the substance of General Circular No. 17, 1911-'12, issued by the Board of Superintendents under date of June 19, 1912. The additions here offered are in harmony with the New York course of study in English and, as far as possible, with the Report of the Joint Committee on Grammatical Nomenclature of the N. E. A., adopted in 1913.

For ready reference, topics are arranged in alphabetical order. Where the grade is inserted, it indicates the point where the subject may properly be taken up for formal study. Where the word *optional* is used it means that the item is not definitely prescribed by the course of study in New York.

The author has tried to make the definitions as simple and clear as possible without sacrificing accuracy. He has purposely avoided "baby definitions," such as: "A noun is a name-word"; "a verb is an action-word"; "an adjective is a quality-word." The whole purpose of the pamphlet and of the nomenclature movement generally, is to avoid the waste involved in teaching a child something in one grade or class or school which he must unlearn in the next. Economy of learning re-

quires that what we teach at any stage must remain true ever after.

1. An **adjective** is a word used to qualify or limit the meaning of a noun or pronoun. Adjectives are divided into two general classes, *descriptive* and *limiting*. 6b.

1. A *descriptive* adjective denotes the kind or quality of an object. Descriptive adjectives are either common or proper. Ill.—*large, British.*

2. A *limiting* adjective specifies or limits the meaning of a noun or pronoun. Limiting adjectives are divided into three classes, *numeral, pronominal,* and the *article.* 7a. (N. E. A. Report, p. 3).

a. A *numeral adjective* is a limiting adjective that expresses number. Ill.—*Three, first.*

b. A *pronominal adjective* is a limiting adjective that is sometimes used as a pronoun. Ill.—*This* apple is red (adjective). *This* is a red apple (pronoun).

2. An **adverb** is a word used to modify the meaning of a verb, a participle, an adjective, or another verb. With reference to meaning adverbs are divided into the following classes: 6b.

1. *Time*—answering the question, When?
2. *Place*—answering the question, Where?
3. *Degree*—answering the question, To what extent?
4. *Manner*—answering the question, How?
5. *Number*—answering the question, In what order? or, How many times? 8b.
6. *Cause*—answering the question. Why" 8b.
7. *Assertion or denial;* as, *yes, no.* 8b.

With reference to use adverbs are divided into three classes: namely, *simple, interrogative, relative.* 7a.

1. A *simple adverb* is an ordinary adverb; as, *badly, slowly.*

2. An *interrogative adverb* is an adverb that asks a question; as, Why did you do it?

3. A *relative* (or conjunctive) adverb is an adverb that modifies a verb and connects a subordinate clause to a principal clause. Ill.—The seed grew up *where* it fell.

3. The **adverbial objective** is a noun of value, distance, time, place, quantity, direction, or extent used adverbially. Ill.—The coat cost five *dollars.* He walked ten *miles.* The play lasted three *hours.* The lad is ten *years* old. Such nouns are in the objective case. The term *adverbial objective* sufficiently describes their syntax. 7a.

4. A **conjunction** is a word that connects words or groups of words. Conjunctions are divided into two principal classes, *co-ordinate* and *subordinate.*

1. A *co-ordinate* conjunction is a word that connects elements of equal or similar rank. 7a.

Co-ordinate conjunctions may be subdivided as follows:

a. *Copulative*: and, also, likewise, now, both- and, as well as, not-neither, neither-nor. 6b.

b. *Disjunctive:* either-or, or, whether-or, or else, else.

c. *Adversative:* but, yet, nevertheless, notwithstanding, however (optional). 8b.

b. *Causal:* for, therefore, wherefore, then, hence, so, and accordingly (optional). 8b.

2. A *Subordinate* conjunction is a word that joins a subordinate clause to the principal clause; e. g.: all relative pronouns; relative adjectives; relative adverbs; before, ere, since, after, as soon as, as long as, because, if, provided, unless, though, that, lest, than. Ill.—Come *when* you can. I was here *before* you arrived. 7a.

5. **Comparison** of an adjective is a change of form to denote quality in different degrees. 6b.

1. The *positive* degree is that form of the adjective which expresses simply the quality. Ill.—*good, bad, great.*

2. The *comparative* degree is that form of an adjective which expresses the quality in a higher or lower degree. Ill.—*better, worse, greater.*

3. The *superlative* degree is that form of an adjective which expresses the quality in the highest or lowest degree. Ill.—*best, worst, greatest.*

6. A **clause** is a part of a sentence that contains a subject and a predicate. Ill.—*If he did this,* he was right. 7a.

7. **Case** is a change of form or use in a noun or pronoun which shows its relation to other words. 6b.

1. The *nominative case* is that form or use of a noun or pronoun which denotes the subject of a verb. Ill.—*Lincoln* was elected. *You* are the man. The nominate form is also required in the following instances:

a. *Nominative absolute.* When a noun or pronoun is used with a participle to express cause, time, or circumstance, its case is called *nominative absolute.* Ill.—The *guide* having left us, we went

home alone. *Night* coming on, the travelers looked for an inn. 7a.

b *Nominative by direct address.* A noun or pronoun used as an independent element to address some person or thing directly is said to be *nominative by direct address.* Ill.—*John,* come here. Come to me, O ye *children.* 6b.

c. *Nominative of exclamation.* A noun or pronoun used as an independent element to exclaim about a person or thing is called *nominative of exclamation.* Ill.—Poor little *stranger!* She never said a word. 6b.

d. *Predicate Nominative.* See No. 19.

e. *Noun in Apposition.* A noun or pronoun is generally in the same case as another when it denotes the same person or thing and is used for explanation or emphasis. Such a word is called *noun* (or pronoun) *in apposition.* Ill.—Brown *himself* went (emphasis). Brown, the *merchant,* went (explanation). 7a. Words in apposition may be in either the nominative, objective, or possessive case.

2. The *objective* case is that form or use of a noun or pronoun which denotes the object of a transitive verb or of a preposition. Ill.—He has a *book.* Take *me* with you. 6b.

a. *Retained object.* Usually the object of the active verb becomes the subject of the passive verb; thus: John struck James (active). James was struck by John (passive). In a case where the active verb has both a *direct* and an *indirect* (dative) object, the passive verb retains its direct object and the indirect object becomes the subject; thus:

Father offered *me* a dollar (active).

I was offered a *dollar* by father (passive). In the second sentence dollar is called a *retained object.* 8a.

b. *Indirect Object* is a dative objective placed between the verb and its object. Formerly nouns or pronouns thus used were in the *dative case* and are still so called in other languages. In English we now call the relation objective case. Ill.—Give *me* the book. They made *Joseph* a coat. Forgive *us* our trespasses. 7a.

3. The *possessive* (genitive) case is that form of a noun or pronoun which denotes ownership, authorship, or appurtenance. Ill.—*My* house; *Shakespeare's* plays; the *ship's* compass. 6b.

8. **Gender** is a change of form in nouns and pronouns to denote sex or the absence of sex. 6b.

1. The *masculine* gender denotes males. Ill.—*He, him, man, administrator.*

2. The *feminine* gender denotes females. Ill.—*she, woman, administratrix.*

3. The *neuter* gender denotes objects without sex. Ill.—*it, book.*

9. **Grammar** is the science of the correct use of language.

10. An **interjection** is a word or phrase that expresses feeling and is generally without syntax. Ill. *Alas, oh, ah.* 6b.

11. **Mood** is a form of the verb which indicates how the assertion is thought of or conceived. 7a and 7b.

1. The *indicative* mood is that form of the verb which assumes the assertion as a fact (*fact mood*). Ill.—*I can sing.*

2. The *subjunctive* mood is that form of the verb which assumes the assertion as merely thought of or supposed (*thought mood*). Ill.—I wish he *were* here. I would do it if I *could.*

3. The *imperative* mood is that form of the verb which expresses the assertion in the form of a command. Ill.—*Go* away, John. *Let* us go.

12. A **noun** is a word used as a name. Nouns are divided into two general classes, *proper* and *common*. 6b.

1. A *proper* noun is the individual name of a person, group, or thing. Ill.—*John, Boston, Presbyterian.*

2. A *common* noun is a name common to all of the same kind or class. Ill.—*book, slate.* Common nouns are further divided into *collective* and *verbal.* 7b.

a. A *collective* noun is a name that is singular in form and plural in meaning. Ill.—The lowing *herd* wind slowly o'er the lea.

b. A *verbal* noun is a participle or an infinitive used as a noun. Ill.—*Seeing* is *believing.*

13. **Number** is a change of form in a word to denote one or more than one. 6b.

1. The *singular* number is that form of a word which denotes one. Ill.—*John, man.*

2. The *plural* number is that form of a word which denotes more than one. Ill.—*geese, men.*

14. **Objective complement.** Verbs of *making, creating,* and *choosing* sometimes bring an adjective or a noun in relation to the direct object instead of the subject. Such an adjective or noun is then called an *objective complement.* Ill.—He made the stick *straight.* We named her *Mary.* 7b.

15. The **object** of a verb is a noun or pronoun that

shows upon what person or thing the action is exerted. Ill.—Take *him* away. 5b.

16. A **pronoun** is a word used instead of a noun. 6b.

1. A *personal* pronoun is a pronoun that shows by its form of what person it is. Ill.—*He, I, them.* 6b.

2. A *relative* pronoun is a pronoun that generally stands in close relation to an antecedent and joins to it a descriptive clause. Ill.—Health is one of the greatest blessings *that* a man can have. 7a.

3. An *adjective* pronoun is a limiting adjective used as a pronoun. Ill.—*This* is the man. *Many* are called, but *few* chosen. 7a.

4. An *interrogative* pronoun is a pronoun used to ask a question. Ill.—*Who* are you? *What* is that? *Which* do you mean? 7a.

17. A **preposition** is a word used to show the relation of a noun or pronoun to some other word. Ill.—*At, in, on, by.* 6a.

18. A **phrase** is a group of related words, without a subject and a predicate, used as a single part of speech. Ill.—He was a man *of the people.* 6a.

19. A **predicative nominative** is a noun or pronoun that completes the assertion of a verb and means the person or thing named by the subject. Ill.—Washington was a wise *leader.* 6b.

20. A **predicative adjective** is an adjective that completes the assertion of the verb and modifies the subject. Ill.—The minstrel was *infirm* and *old.* 6b.

21. **Person** is a change of form or use in a word to indicate whether the speaker is meant, the person spoken to, or the person or thing spoken of. 6b.

1. The *first person* denotes the speaker. Ill.—*I, mine, me.*
2. *The second person* denotes the person spoken to. Ill.—*You, thou, thy.*
3. T*he third person* denotes the person or thing spoken of. Ill.—*He, she, it.*

22. A **sentence** is a combination of word expressing a complete thought.

23. **Syntax** is that part of grammar which treats of sentence structure. The syntax of words has reference to their arrangement and relation according to good usage. 6a.

When the syntax of a *noun* or *pronoun* is called for, the reason for its case should be stated (and in the case of a pronoun, its person.)

When the syntax of an *adjective* or an *adverb* is called for, the word modified should be given.

When the syntax of a *verb* is called for, the subject (noun, pronoun, phrase, or clause), complement (if any) number, and person should be given.

When the syntax of a *phrase* or *clause* is called for, the statement should follow the form prescribed for the noun, adjective, or adverb whose office it fills.

24. **Tense** is a change in the form of a verb which expresses distinctions of time. 7a. The tenses are present, past, future, present, perfect, past perfect, and future perfect.

1. *Forms of tenses.* The tense of a verb may be expressed in various forms, such as the *common, emphatic, passive, progressive,* and *ancient.* 7b. (Optional.)

Ill.—He *went* home (common).
He *did* go home (emphatic).
The boy *was taken* home (passive).
He *was running* fast (progressive).
Thou *art* the man (ancient).

25. A **verb** is a word that asserts. 6a. Verbs are divided as to form into two classes, regular and irregular. 7a.

1. A *regular* (weak) verb is a verb that forms its past tense by the ending *t, d,* or *ed.* Ill.—*Look, looked; bite, bit; stay, staid.*

2. An *irregular* (strong) verb is a verb that forms its past tense by an inward vowel change. Ill.—*be, was, been; grow, grew, grown.*

Verbs are divided as to use or function into two classes, *transitive* and *intransitive.* 7a.

1. *A transitive* verb is a verb that expresses action received by some person or thing. Ill.—John *struck* James.

2. An *intransitive* verb is a verb that expresses action or being confined to the subject. Ill.—The carpenters *struck* for higher wages.

Some intransitive verbs are called *copulative;* as, *is* (in all its forms).

26. A **verbal** is a form of the verb which merely names the act or state without asserting it and performs the office of another part of speech. Ill.—*To go; singing.* 7b.

Verbals are of three kinds, *infinitives, participles,* and *gerunds.*

1. An *infinitive* is a simple verbal that often begins with to. Ill.—I like *to hear* you sing. Let him *go.*

2. A *participle* is an adjective verbal retaining verbal functions. Ill.—Truth *crushed* to earth shall rise again.

3. A *gerund* is a particpial verbal used as a noun but retaining verbal functions. Ill.—The miser enjoys *counting* his wealth (optional). 8b. (N. E. A. Com., p. 4.)

Remark.—The New York syllabus classifies verbals as *infinitives, adjective participles,* and *noun participles.*

27. **Voice** is that form or use of a transitive verb which shows whether the subject acts or receives the act. There are two voices, the *active* and the *passive.*

1. The *active voice* represents the subject as acting. Ill.—He strikes.

2. The *passive voice* represents the subject as receiving the act. Ill.—He is struck.

PLAN OF GRAMMAR

Grade 5A

FIRST MONTH.

1. Review.

Declarative, interrogative, and imperative sentences.

2. Plan of Work.

1. Type sentences longer than in 4 B.

2. Declarative sentences in four types with modifiers usually placed first.

3. Inverted subject and predicate (found in poetry).

4. Subject and predicate.

5. Exclamatory form.

6. Emphasize end of sentence in thought and punctuation.

7. Drill on correct forms should include the use of irregular verbs; as, *bring, take, run, fly,* etc.

8. Drill on a few of the more frequently misused prepositions; for example, *by*

9. Capitalization.*—New. No. 39. Review. No. 36, 37.

10. Punctuation.*—New. No. 3. Review. No. 5, 6.

*See Supplement on Punctuation.

SECOND MONTH.

Plan of Work.

1. Interrogative sentences.
2. Four types.
3. Change declarative sentence to interrogative and vice versa (Exclamatory form).
4. Insist upon complete questions and answers; as, Who is there? It is I. Who were there? They were there.
5. Exclamatory form.
6. Drill on the correct forms of irregular verbs; as, *blow, buy, steal, spin,* etc.
7. Drill on a few of the more frequently misused prepositions; for example, *up.*
8. Capitalization.—New. No. 4. Review. No. 38, 40.
9. Punctuation.—New. No. 41. Review. No. 14, 15, 16, 17.
10. Review first month's work.

THIRD MONTH.

Plan of Work.

1. Imperative sentences.
   "You" (generally understood) obeys command.
2. A word independent by direct address.
   (This will show the children that nominative by direct address is not the subject of the im-

perative sentence and that it must be separated from the rest of the sentence by a comma.)

3. Drill on the forms of irregular verbs; as, *become, win, eat, sing,* etc.

4. Drill on a few of the more frequently misused prepositions; for example, the correct use of "behind" instead of "in back of." *Illustration.*—I stood behind him.

5. Chiefly analysis.

6. Capitalization.—New. No. 42.

Review. No. 44.

7. Punctuation.—

Review. No. 18, 19, 22, 26.

8. Review first and second month.

FOURTH MONTH

Plan of Work.

1. All kinds of sentences emphasizing types one and two. Chiefly analysis.

2. Ask the pupils to express the thought on some topic in the declarative, interrogative, imperative, and exclamatory forms.

Illustration.

Mary is good.
Is Mary good?
Be good, Mary.
How good Mary is!

3. Drill on the forms of irregular verbs; as, *catch, drink, teach, begin,* etc.

3. Drill on a few of the more frequently misused prepositions; for example, *with.*

4. Capitalization.—New. 43.

Review. No. 47.

5. Punctuation.—

Review. No. 28, 30, 31.

6. Review preceding months.

FIFTH MONTH.

Plan of Work.

1. All kinds of sentences emphasizing types three and four. Chiefly analysis.

2. The teacher reviews the points which need drilling.

3. Capitalization.—Review.

4. Punctuation.—Review.

5. Thorough review of all preceding work.

Grade 5B

FIRST MONTH

1. Review.

1. Review thoroughly the four types of sentences.

2. Drill on correct forms should include the use of irregular verbs; as, *lead, be, see, swim,* etc.

3. Drill on a few of the more frequently misused prepositions; for example, *to.*

2. Plan of Work.

1. Definition of sentence. No. 22.*

2. Find complete subject and complete predicate of all types of sentences.

3. Synthesis.

4. Capitalization.**—New. No. 46.
Review. No. 36, 37, 38.

5. Punctuation.**—New. No. 9.
Review. No. 1, 3, 4, 5, 6.

SECOND MONTH

1. Review.

1. Drill on correct forms of irregular verbs; as, *leave, let, do, sink,* etc.

*"Notes on Grammar," by Joseph S. Taylor.
**Supplement on Capitalization and Punctuation.

2. Drill on a few of the more frequently misused prepositions; for example, *at*.

2. Plan of Work.

1. Analysis of sentences of the simplest character. Find the subject word and the predicate verb. Then add the complement of the verb.

2. Definition of subject, predicate, and complement.

3. Synthesis.—Combine two simple sentences into one good *simple* sentence. Drill thoroughly.

4. Agreement of the verb with its subject.

5. Correct use of the nominative case. *Ill.*—It is I. It is we.
It is she. It is they.
He and I went to the park.
Jack, Frank, and I went to the park.
He doesn't know it.

6. Capitalization.—
Review. No. 39, 40, 41.

7. Punctuation—New. No. 10.
Review. No. 14, 15, 16, 17.

THIRD MONTH.

1. Review.

1. Drill on correct forms of irregular verbs; as, *put, speak, write,* and *drown.*

2. Drill on a few of the more frequently misused prepositions; as, *in* and *into.*

3. Agreement of the verb with its subject.

4. Correct use of the nominative case.

5. Definition of subject, predicate, and complement.

6. Synthesis.—Combine two or three simple sentences into one good *simple* sentence.

2. Plan of Work.

1. Analysis of sentences longer and more difficult than second month.

2. Subject word simple and compound.

3. Predicate and complement one word only.

4. Correct use of the objective case after prepositions and verbs.

Correct.—He sat between you and me.
She told you and me.
They talked about Mary and me.
I like to play with you and her.
They saw him and me.

5. Capitalization.—

Review. No. 42, 43.

6. Punctuation.—New. No. 12, 33.

Review. No. 18, 19, 22, 26.

FOURTH MONTH.

1. Review.

1. Drill on correct forms of irregular verbs; as, *have, srtike, hang, wring,* etc.

2. Drill on a few of the more frequently misused prepositions; as, *between* and *among*.

Correct.—She sat between Mary and me.

They divided the pie among the five boys.

3. Definition of subject, predicate, and complement.

4. Synthesis.—Combine three simple sentences into one good *simple* sentence.

5. Agreement of the verb with its subject.

6. Correct use of nominative and objective cases.

2. Plan of Work.

1. Analysis of simple sentences.

2. Subject, predicate, and complement simple and compound.

3. Sentences longer and more difficult than preceding months; also inverted and imperative and interrogative forms.

4. Capitalization.—

Review. No. 44, 47.

5. Punctuation.—New. No. 35.

Review. No. 28, 30, 31, 32.

FIFTH MONTH.

1. Review.

1. Chiefly analysis.

2. Quick recognition of subjects, predicates, and complements simple and compound.

3. Drill on correct forms of irregular verbs.

4. Drill on the use of prepositions discussed during the term.

5. Drill on predicates containing one and more than one auxiliary.

6. Inverted subject and predicate.

7. Analysis of the imperative sentence introduced by a word independent by direct address; as, John, listen carefully.

8. Analysis of the declarative sentence introduced by a phrase.

9. Capitalization.—Review.

10. Punctuation.—Review.

11. Thorough review of the entire grade.

Grade 6A

FIRST MONTH.

1. Review.

1. Classification of simple sentences. Declarative, interrogatory, and imperative. Exclamatory form.

2. Definition of sentence. No. 22.*

3. Synthesis.—(1) The teacher suggests a subject; the children complete the sentence. (2) The teacher suggests a predicate verb; the children complete the sentence.

2. Plan of Work.

1. Parts of speech.

   The words of the English language are arranged into eight classes called the parts of speech. In the study of a part of speech stress should be laid upon the idea of use.

2. Distinguish nouns.
3. Definition of noun (1st half) No. 12.*
4. Distinguish verbs.
5. Definition of verb. No. 25.*
6. Distinguish objects.
7. Definition of object. No. 15.*

*"Notes on Grammar," by Joseph S. Taylor.

8. Analysis of simple sentences.
9. Capitalization.**—

Review. No. 36, 37, 38.

10. Punctuation.**—New. No. 34.

Review. No. 1, 3, 4, 5, 6, 9.

SECOND MONTH.

1. Review.

1. Analysis and synthesis.
2. Definition of subject, predicate, and object. No. 15.*
3. Definition of sentence. No. 22.*
4. Distinguish the predicate verb with auxiliaries.
5. Definition of verb. No. 25.*

2. Plan of Work.

1. Distinguish pronouns.
2. Definition of pronoun. No. 16.
3. Subject noun or pronoun.
4. Predicate verb.
5. Object noun or pronoun.
6. Distinguish prepositions.
7. Definition of preposition. No. 17.*
8. Recognition of phrases introduced by prepositions.
9. Definition of phrase. No. 18.

*"Notes on Grammar," by Joseph S. Taylor.
**Supplement on Capitalization and Punctuation.

10. Correct use of the prepositions; for example I took the book from him (instead "off him").

11. Capitalization.—

Review. No. 39, 40, 41.

12. Punctuation.—

Review. No. 10, 12, 14, 15, 16.

13. Review first month.

THIRD MONTH.

1. Review.

1. Drill on the recognition of the parts of speech already taught: Noun, verb, pronoun, and preposition.

2. Simple and compound subjects, predicates, and objects.

3. Agreement of verb with subject or subjects. Correct.—He and I row well. He rows well.

4. Correct use of nominative and objective cases of nouns and pronouns. Correct.—He gave John and me some money.

2. Plan of Work.

1. Distinguish the adjective.
2. Definition of adjective. (1st half) No. 1.*
3. Distinguish the adverb.
4. Definition of adverb. (1st half) No. 2.*

*"Notes on Grammar," by Joseph S. Taylor.

5. Modifying elements of parts of speech taught.
6. Subject noun or pronoun with its modifiers.
7. Predicate verb with its modifiers.
8. Object noun or pronoun with its modifiers.
9. Capitalization.—
   Review. No. 42, 43, 44.
10. Punctuation.—
   Review. No. 17, 18, 19, 22, 26, 28.

FOURTH MONTH.

1. Review.

1. Subject noun or pronoun with modifiers.
2. Predicate verb with modifiers.
3. Object noun or pronoun with modifiers.
4. All nouns with modifying parts of speech; as, noun in the possessive case, pronoun in the possessive case, and adjective.

2. Plan of Work.

1. Distinguish conjunction.
2. Definition of conjunction. (1st half) No. 4.*
3. Distinguish interjection.
4. Definition of interjection. (1st half) No. 10.*
5. Drill on the use of the various forms of *be*.
6. Distinguish the complements; as, predicate noun, predicate adjective, and predicate pronoun.
7. The introductory word *there* is an independent

*"Notes on Grammar," by Joseph S. Taylor.

element; for example, There are five ducks in the pond.

8. Continue work on adverbs as modifying elements of the verb and the adjective.

9. Synthesis.—Expansion of adjectives and adverbs into phrases and contraction of phrases into adjectives and adverbs.

10. Correct use of the pronoun in the possessive case; for example, Every girl should cover her books (instead of "their books").

11. Capitalization.—

Review. No. 46, 47.

12. Punctuation.—

Review. No. 30, 31, 32, 33, 35.

FIFTH MONTH.

Review.

1. All the words in our language are arranged into classes called parts of speech.

2. Distinguish the parts of speech.

3. Definition of all the parts of speech.

4. Definition of grammar. No. 9.*

5. Chiefly analysis.

6. Correct use of the adjective; for example, Bring me those books (instead of "them books").

7. Capitalization.—

Review all previous work.

8. Punctuation.—

Review all previous work.

*"Notes on Grammar," by Joseph S. Taylor.

Grade 6B

FIRST MONTH.

1. Review.

1. Classification of simple sentences: Declarative, interrogatory, and imperative. (Exclamatory form.)
2. Definition of sentence. No. 22.*
3. Subject noun or pronoun with its modifiers.
4. Predicate verb with its modifiers.
5. Object noun or pronoun with its modifiers.
6. Definition of object. No. 15.*

2. Plan of Work.

1. Analysis and synthesis.
2. New.—Nouns. No. 12.* Subdivision 1 and first half of 2.
3. Person. No. 21.* Subdivision 1, 2, and 3.
4. Number. No 13.* Subdivision 1 and 2.
5. Gender. No. 8.* Subdivision 1, 2 and 3.
6. Syntax. No. 23.*
7. Capitalization.**—
   Review. No. 36, 37, 38.
8. Punctuation.**—
   Review. No. 1, 3, 4, 5, 6, 9.

*"Notes on Grammar," by Joseph S. Taylor.
**Supplement on Capitalization and Punctuation.

SECOND MONTH.

1. Review.

1. Drill on the use of the various forms of "be".

2. Distinguish the complements; as, predicate nominative and predicate adjective.

3. Definition of predicate nominative. No. 19.*

4. Definition of predicate adjective. No. 20.*

2. Plan of Work.

5. Analysis and synthesis.

6. New.—Case. No. 7.*
   ⎫ Subdivisions 1, 1b, and 1c.
   ⎭ Subdivisions 2 and 3.

7. Pronouns.—Personal. No. 16-1.*

The personal pronouns are I, thou, you, he, she, and it with their declined forms and compounds.

8. Declension of personal pronouns.

9. Parsing of nouns or pronouns.

10. Subject noun or pronoun with its modifiers.

11. Predicate verb with its modifiers.

12. Predicate nominative with its modifiers.

13. Rules of syntax should be studied in connection with words occurring in sentences.

14. Capitalization.*—
Review. No. 39, 40, 41.

15. Punctuation.*—
Review. No. 10, 12, 14, 15, 16, 17.

*"Notes on Grammar," by Joseph S. Taylor.

THIRD MONTH.

1. **Review.**
   1. Parsing of nouns or pronouns.
2. **Plan of Work.**
   2. Analysis and synthesis.
   3. Subject noun or pronoun with its modifiers.
   4. Predicate verb with its modifiers.
   5. Predicate adjective.
   6. New.—Pronouns: Interrogative, relative, and adjective. No. 16*—2, 3, and 4.
   7. Syntax of all pronouns.
   8. Adjectives. No. 1.* Subdivision 1.
   9. Comparison. No. 5.* Subdivisions 1, 2, and 3.
   10. Conjunction. No. 4.* Subdivisions 1 and 2.
   11. Parsing of conjunctions.
   12. Capitalization.—
       Review. No. 42, 43, 44.
   13. Punctuation.—New. No. 20.
       Review. No. 18, 19, 22, 26, 28.

FOURTH MONTH.

1. **Review.**
   1. Complements: predicate nominative and predicate adjective.
   2. Definition of preposition.
   3. Definition of interjection.

*"Notes on Grammar," by Joseph S. Taylor.

2. Plan of Work.

4. Analysis and synthesis of simple sentences.
5. Predicate adjective with its modifiers.
6. Definition of object, predicate nominative, and predicate adjective.
7. New.—Adverbs. No. 2.
   {Subdivisions (Meaning) 1, 2, 3, 4.
   {Subdivision (Use) 2.
8. Comparison of adverbs.
9. Phrases classified as to use.
10. Parsing of adjectives and adverbs.
11. Capitalization.—
   Review. No. 46, 47.
12. Punctuation.—
   Review. No. 30, 31, 32, 33, 34, 35.

FIFTH MONTH.

Review.

1. In the study of a part of speech, stress should be laid upon the idea of use.
2. Definition of all parts of speech.
3. Parsing of all parts of speech.
4. Phrases classified as to use.
5. Definition of phrase. No. 18.*
6. Analysis and synthesis of simple sentence.
7. Capitalization.—Review.
8. Punctuation.—Review.

*"Notes on Grammar," by Joseph S. Taylor.

Grade 7A

FIRST MONTH.

Remark.—In teaching grammar in all grades, concrete examples are to be shown first. Then the pupil is asked to find other examples from the reading matter of the grade. Lastly, he must be able to embody what he has learned into his own constructive work in English.

1. Review.

1. Analysis and synthesis of simple sentences as in previous grade.

2. Simple interrogative sentences.

3. Parsing of nouns.

4. Parsing of personal and interrogative pronouns.

2. Plan of Work.

1. New.—Complex sentences containing adjective clauses.

2. Relative pronoun. No. 16.* Subdivision 2.

3. Antecedent.

4. Adjective clause introduced by relative pronoun.

5. Complex sentence.

*"Notes on Grammar," by Joseph S. Taylor.

6. Definition of interrogative pronoun. No. 16.* Subdivision 4.

7. Declension of nouns and pronouns.

8. Definition of declension.

9. Rules of syntax.

(1) Agreement of relative pronoun with antecedent.

(2) Position of adjective clause. Rules of syntax should be studied in connection with words occurring in sentences.

10. Capitalization.**—New. No. 45.
Review. No. 36, 37, 38.

11. Punctuation.**—New. No. 29, 7, 11.
Review.—No. 1, 3, 4, 5, 6, 9.

SECOND MONTH.

1. **Review.**

Analysis and synthesis of simple sentences.

Analysis of complex sentences containing adjective clauses.

Parsing of nouns, pronouns, adjectives, and adverbs.

2. **Plan of Work.**

1. New.—Definition of adjective pronoun. No. 16.* Subdivision 3.

*"Notes on Grammar," by Joseph S. Taylor.
**Supplement on Capitalization and Punctuation.

2. Compound personal and relative pronouns.
3. All adjective clauses.
   (1) Introduced by relative pronouns.
   (2) Introduced by conjunctive adverbs.
4. Adjectives. No. 1.* Subdivision 2, a and b.
   I. Descriptive.
   II. Limiting.
      1. Numeral.
      2. Pronominal.**
      3. Article.
5. Adverbs. No. 2. Subdivisions 1, 2, 3 (Use.)
6. Capitalization.—
   Review. No. 39, 40, 41.
7. Punctuation.—New. No. 13.
   Review. No. 10, 11, 12, 14, 15, 16, 17.

THIRD MONTH.

1. **Review.**

1. Analysis and synthesis of simple sentences.

---

*"Notes on Grammar," by Joseph S. Taylor.

**Pronominal adjectives may be subdivided into the following classes:

(a) Distributive: *each, either, neither, many a.* These relate to objects taken separately.

(b) Demonstratives: *this, these, that, those, yon, yonder, same, former, latter.* These point out objects definitely.

(c) Indefinites: *one, other, another, any, some, such, all, both, none.* These relate to objects indefinitely.

(d) Interrogatives: *which, what,* and their compounds.

2. Analysis of complex sentences containing adjective clauses.

2. Plan of Work.

1. New.—Adverbial clauses.
2. Conjunctions: Copulative and disjunctive. No. 4.* Subdivisions 1, 1a, 1b.
3. Definition of verb. No. 25.*
   Subdivisions 1, 2 (according to form).
   Subdivisions 1, 2 (acording to use).
4. Four principal parts of verb.
5. Definition of tense. No. 24.*
6. Definition of mood. No. 11.* Subdivisions 1, 2, 3
7. Nominative absolute. No. 7.* 1a.
8. Nouns in apposition. No. 7.* Id.
9. Indirect object. No. 7.* 2b.
10. Rules of syntax should be studied in connection with words occurring in sentences.
11. Parsing of nouns, pronouns, and verbs as far as taught.
12. Capitalization.—New. No. 45.
    Review. No. 42, 43, 44.
13. Punctuation.—
    Review. No. 18, 19, 22, 26, 28.

FOURTH MONTH.

1. Review.

1. Analysis and synthesis.

*"Notes on Grammar," by Joseph S. Taylor.

2. Phrases and clauses.
3. Parsing of all parts of speech.
4. Nominative absolute.
5. Noun in apposition.
6. Indirect object.
7. Moods and tenses.

2. Plan of Work.

1. New. Noun clause.
2. Compound sentence.
3. Voice: Active and passive.
4. Conjugation of verbs in all moods.
5. Use of shall and will, and should and would.
6. Adverbial objective.
7. Capitalization.—
   Review. No. 46, 47.
8. Punctuation.—
   Review. No. 30, 31, 32, 33, 34, 35.

FIFTH MONTH.

Remark.—Pupils should be taught to say all they know of a sentence or word without being questioned.

Review.

1. Chiefly analysis.
2. Clauses. Noun, adjective, and adverbial.
3. Phrases. Noun, adjective, adverbial, and explanatory.

4. Double relative *what* and its compound used only in noun clauses.
5. Comparison of adjective and adverb.
6. Verb.
   Principal parts.
   Regular or irregular.
   Transitive or intransitive.
   Voice.
   Mood.
   Tense.
   Agreement with subject in person and number.
7. Syntax of all parts of speech.
8. Capitalization.—Review.
9. Punctuation.—Review.

Grade 7B

FIRST MONTH.

1. Review.

1. Analysis and classification of sentences.

2. Functions of word, phrase, and clause elements.

Remark.—The study of clauses is a very important part of grammar. In studying clauses we deal with the large relations in sentences. With pupils these clauses should be taken up carefully and slowly. The relation of adverbial clauses is important because so much of the refinement of thought lies in these elements.

2. Plan of Work.

1. New.—Objective complement. No. 14.*

2. The exercises in synthesis should include simple, complex, and compound sentences.

3. Voice of verbs.

4. Conjunctions.

5. Adjective and adverbial clauses.

6. Parsing of nouns and pronouns.

*"Notes on Grammar," by Joseph S. Taylor.

7. Capitalization.**—
   Review. No. 36, 37, 38.
8. Punctuation.**—
   New. No. 2.
   Review. No. 1, 3, 4, 5, 6, 7, 9, 10.

SECOND MONTH.

1. Review.

1. Special attention to the copulative verb "to be" in its various forms.
2. Parsing of all verbs.
3. The exercises in analysis and synthesis should include simple, complex, and compound sentences.
4. Adverbial clauses of time, place, degree, and manner.

2. Plan of Work.

1. New.—Mood. No. 11.* Subdivisions 1, 2, 3.
2. Forms of tense. No. 24.* Subdivision 1.
3. Conjugation of verbs in imperative, indicative, and subjunctive moods.
4. Cautions regarding use of tense.
   (1) Agreement of verb with its subject.
   (2) The tense of the verb in the principal clause must not conflict with the verb in the subordinate clause.

**Supplement on Capitalization and Punctuation.
*"Notes on Grammar," by Joseph S. Taylor.

(3) Use the present tense to express present facts and unchangeable truths.

5. Capitalization.—

Review. No. 39, 40, 41.

6. Punctuation.—

New. No. 24.

Review. No. 11, 12, 13, 14, 15, 16, 17, 18.

THIRD MONTH.

1. Review.

1. Classification, analysis, and synthesis of all kinds and types of sentences.

2. Plan of Work.

1. Verbals should be classified as infinitives, participles, and participial nouns.

2. New.—Verbals. No. 26.* Subdivisions 1, 2, and "Remarks."

3. Synthesis.—Expansion of participles and infinitives to phrases and clauses.

4. Syntax of verbals, conjunctions, and prepositions.

5. Teach such other copulative verbs as *become, seem, appear, remain, grow, look, taste, feel, smell,* etc.

6. Caution.—A participle or participial phrase is

*"Notes on Grammar," by Joseph S. Taylor.

usually placed immediately after the noun whose meaning it modifies. When there is no doubt about the noun to which it belongs, the participle may come first.

(NOTE.—The past participle is always passive in idea, and never takes an object.)

7. Noun phrases.
8. Noun clauses.
   (1) Subject.
   (2) Predicate nominative.
   (3) Object.
   (4) Explanatory.
   (5) Object of a preposition.
9. Capitalization.—
   Review. No. 42, 43, 44.
10. Punctuation.—
   Review. No. 19, 22, 26, 28, 29.

FOURTH MONTH.

Review.

The exercises in analysis and synthesis should include simple, complex, and compound sentences.

1. **Review.**
   1. New.—Nouns. Collective and verbal nouns. No. 12.* Subdivisions a, b.
   2. The object of the verb.
   3. Indirect object.
   4. Objective complement.

5. Adverbial objective.

6. Independent elements.

7. Complements of copulative verbs.

8. Syntax of adjectives and adverbs.

9. Caution.—Be careful to distinguish an adjective complement from an adverb modifier.

10. Conjunctions.—A more extensive study of conjunctives with regard to their use and form in sentences is of importance in connection with the understanding and expression of thought, and in the classification of sentences.

(NOTE.—In teaching the relative pronouns include their compounds. Distinguish clauses of cause, consequence, condition, and purpose.

11. Capitalization.—

Review. No. 45, 46, 46.

12. Punctuation.—

Review. No. 30, 31, 32, 33, 34, 35.

FIFTH MONTH.

1. Review.

1. The classification of the sentences as simple, compound, or complex will naturally follow from the analysis.

2. Functions of word, phrase, or clause elements.

3. Subdivision, inflection, and syntax of the parts of speech.

4. Copulative verb "to be" in its many forms.
5. Other copulative verbs, as, *become, seem, appear, look,* etc.
6. Predicate complements.
7. Object of the verb.
    (1) Word.
    (2) Phrase.
8. Verbals.
    (1) Infinitives.
    (2) Participles.
    (3) Participial nouns.
9. Noun phrases and clauses.
10. Capitalization.—Review.
11. Punctuation.—Review.

Grade 8A

FIRST MONTH.

1. Review.

1. All uses of nominative case.
   - (1) Subject.
   - (2) Predicate nominative.
   - (3) Apposition.
   - (4) (a) Nominative of address.
     (b) Nominative of exclamation.
   - (5) Nominative absolute.
2. All uses of objective case.
   - (1) Object of verb.
   - (2) Apposition.
   - (3) Object of preposition.
   - (4) Objective complement.
   - (5) Subject of the infinitive.
   - (6) Indirect object.
   - (7) Adverbial objective.
3. NOTE.—Subject and object of the infinitive are in the objective case.

2. Plan of Work.

1. New.—Retained object. No. 7,* Subdivision 2a.
2. Analysis and synthesis.

*"Notes on Grammar," by Joseph S. Taylor.

3. Adjective clauses in complex and compound sentences.

4. Adjective clauses with relative pronoun used as object of a preposition.

5. Study of Connectives. (Conjunctives):

(1) Conjunctions.

(a) Co-ordinate.

1. Copulative.

2. Disjunctive.

(b) Subordinate.

(2) Relative pronouns.

(3) Relative (conjunctive) adverbs.

(4) Interrogative pronouns.

(5) Interrogative adverbs.

(6) Interrogative adjectives.

Remark.—In the following sentences, consider *which* and *what* interrogative adjectives:

I know what book you mean;

I do not know which book he means.

Some excellent authorities call *which* and *what* in such cases *relative adjectives*, because, like relative pronouns, they are connectives as well as something else. (See "Notes on Grammar," by Joseph S. Taylor, 4, 2.)

6. Drill on the correct use of all pronouns.

7. Capitalization.*

Review. No. 36, 37, 38.

8. Punctuation.*

New. No. 23.

Review. No. 1, 3, 4, 5, 6, 7, 9.

*Supplement on Capitalization and Punctuation.

SECOND MONTH.

Remarks—Text-book used chiefly as a book of reference.

Emphasize connection between composition and grammar.

1. Review.

1. Noun phrases.
2. Noun clauses. Special attention to those in apposition or explanatory.
3. Adverbial objective.

2. Plan of Work.

1. New.—*As* and *but* used as relative pronouns.
2. Various uses of the following words: *That, as,* and *but.*
3. Analysis and synthesis.
4. Verbals: Infinitives, participles, and participial nouns.
5. Capitalization.—
   Review. No. 39, 40, 41.
6. Punctuation.—
   Review. No. 10, 11, 12, 13, 14, 15, 16.

THIRD MONTH.

Remarks.—Analysis used to elucidate obscure or complex construction.

Clearness and correctness are largely dependent

upon the arrangement of modifying words, phrases, and clauses.

1. **Review.**

1. Principal parts of verbs *lie, lay, let, leave, flow, flee, fly, sit, set, rise, raise, bring, strike, do,* and *see.*
2. Verbals.

2. **Plan of Work.**

1. Analysis and synthesis.
2. New.—Exercises in expanding, condensing, and recasting phrases, clauses, and sentences.
3. Adverbial clause.
4. Relative (conjunctive) adverbs of time, place, degree, and manner.
5. Correlative conjunctions.

Particular attention should be given to the position of adverbial modifiers.

6. Capitalization.—

Review. No. 42, 43.

7. Punctuation.—

Review. No. 17, 18, 19, 22, 34, 25, 26.

FOURTH MONTH.

1. **Review.**

1. Independent elements.
2. Uses of objective case.
3. Object of verb.
4. Indirect object.

2. Plan of Work.

1. Analysis and synthesis.
2. Syntax: Agreement, government, and relation.
3. Conjunctions. No. 4.* Subdivision 2:

   "A subordinate conjunction is a word that joins a subordinate clause to the principal clause."
4. Study of Connectives.
   (1) Conjunctions.
   (2) Relative pronouns.
   (3) Relative (conjunctive) adverbs.

   Note.—See plan of work for the first month ("Study of Connectives").
5. Various uses of such words as, *what, all, like, but, as,* and *that,* as different parts of speech.
6. Verb phrases: "Run over" and "laughed at" as they occur in such sentences as:

   The boy was laughed at;
   The dog was run over.
7. Expletives: *It* and *there.*
8. Capitalization.—

   Review. No. 44, 45, 46, 47.
9. Punctuation.—

   Review. No. 28, 29, 30, 31, 32, 33, 34, 35.

FIFTH MONTH.

Review.

1. Functions of word, phrase, and clause elements.

*"Notes on Grammar," by Joseph S. Taylor.

2. Analysis should be chiefly from reading matter of grade.

3. Verbals. Infinitives, participles, and participial nouns.

4. Clauses: Noun, adverbial, and adjective.

5. Phrase: Noun, adjective, and adverbial.

6. The verb.

Moods and tenses. Special attention to the subjunctive mood.

7. Active and passive voice.

8. Concord of subject and predicate.

9. Concord of tenses.

10. Position of phrases and clauses.

11 Capitalization.—Review.

12. Punctuation.—Review.

Grade 8B

FIRST MONTH.

Remarks.—Text-book used chiefly as a book of reference.

In this grade there should be a review similar to that of 7B, but demanding on the part of the pupil more intelligence and independence.

Plan of Work.

1. Analysis and synthesis of complex sentences containing phrases and clauses of time, place, degree, and manner.

2. Study of connectives.

(1) Relative (conjunctive) adverbs.

(2) Subordinate conjunctions.

(3) New.—Definition. No. 2.* Subdivisions 5, 6, 7.

3. Adverbs.—With reference to meaning adverbs are divided into the following classes:

(1) Time.

(2) Place.

(3) Degree.

(4) Manner.

(5) Number.

*"Notes on Grammar," by Joseph S. Taylor.

(6) Cause.

(7) Assertion or denial.

With reference to use, adverbs are divided into three classes: namely, simple, interrogative, and relative (or conjunctive).

4. Verbs.

(1) Four principal parts.

(2) Form: Regular; irregular.

(3) Voice: Active; passive.

(4) Mood: Indicative; imperative; subjunctive.

(5) Tense.

(6) Parsing of verbs.

Note.—Auxiliary verbs generally tell mood and tense.

Give particular attention to the verbs *do* and *have* both as auxiliary verbs and as principal verbs; as, *do do, had had,* etc.

Definitions of terms used.*

5. Parsing and syntax of all elements.

6. Syntax.—Double Negatives: Two negatives are equivalent to an affirmative.

7. Tautology consists in repeating the thought.

8. Concord of subject and predicate.

9. Capitalization.**—

Review. No. 41, 42, 43.

10. Punctuation**.—New. No. 8.

Review all rules for use of comma.

**Supplement on Capitalization and Punctuation.

*"Notes on Grammar," by Joseph S. Taylor.

SECOND MONTH.

Remark.—Analysis used to elucidate obscure or complex construction.

Plan of Work.

1. Analysis and synthesis.
2. Noun phrases and clauses used in various ways.
3. Independent elements: Words, phrases, and clauses.
4. Nouns.
   - (1) Proper.
   - (2) Common.
     - (a) Collective.
     - (b) Verbal.
5. Pronouns.
   - (1) Personal.
   - (2) Relative.
   - (3) Adjective.
   - (4) Interrogative.
6. Person: First, second, third.
7. Gender: Masculine, feminine, neuter.
8. Case: Nominative, objective, possessive.
9. Nouns as independent elements:
   - (d) Nominative absolute.
   - (2) Nominative by direct address.
   - (3) Nominative of exclamation.

   Note.—Some authorities distinguish "Nominative by Pleonasm; as, "Thy rod and thy staff, *they* comfort me."
10. Parsing of nouns and pronouns.

11. Definitions of terms used.*

12. Syntax.

(1) Case of subject and predicate nominative.

(2) Object of transitive verb and of preposition.

(3) Case of explanatory nouns.

(4) Possessive case precedes the participial noun.

(5) Possessive case for singular and plural number.

13. Capitalization.—

Review. No. 44, 45, 46.

14. Punctuation.—Review the three rules for the period, the two rules for the semicolon, the two rules for the colon, and the reference marks: star, dagger, and double dagger.

THIRD MONTH.

Remark.—Pupils should be led to see that the truths set forth in text books of grammar are merely the facts of language which have been discovered and classified.

Plan of Work.

1. Analysis of compound and complex sentences.

*"Notes on Grammar," by Joseph S. Taylor.

2. Special attention to adjective phrases and clauses.

3. Adjective.

(1) Descriptive.

(2) Limiting.

(a) Numeral.

(b) Pronominal.**

(c) The Article.

4. Comparison of adjectives.

5. Comparison of adverbs.

6. Definitions of terms used.*

7. Parsing of all parts of speech.

8. Syntax.—Adjectives which imply numbers: Adjectives should agree in number with the nouns which they qualify.

9. Comparison of Adjectives.—If only two persons or things are compared, it is better to use the comparative degree of the adjective; if more than two, the superlative.

10. The correct use of the superlative degree.

11. Avoid double comparatives.

12. Avoid double superlatives.

**Pronominal adjectives may be subdivided into the following classes:

(a) Distributives: *each, either, neither, many a.* These relate to objects taken separately.

(b) Demonstratives: *this, these, that, those, yon, yonder, same, former, latter.* These point out objects definitely.

(c) Indefinites: *one, other, another, any, some, such, all, both, none.* These relate to objects indefinitely.

(d) Interrogatives: *which, what,* and their compounds.

*"Notes on Grammar," by Joseph S. Taylor.

13. Avoid comparing adjectives which will not admit of different degrees.

14. Capitalization.—

Review. No. 47, 36, 37.

15. Punctuation.—New. No. 27.

Review the two rules for the use of the hyphen, one rule for the use of the caret, and three rules for the use of the apostrophe.

FOURTH MONTH.

Remark.—Sentences should be selected from the reading matter of the grade and from the pupils' oral and written work, to show that clearness and correctness are largely dependent upon the arrangement of modifying words, phrases, and clauses.

Plan of Work.

1. Analysis and synthesis of simple, complex, and compound sentences.

2. Study of Connectives. (Conjunctives.)

(1) Conjunctions.

(a) Co-ordinate.

1. Copulative.
2. Disjunctive.

(b) Subordinate.

1. Relative pronouns.
2. Relative (or conjunctive) adverbs.
3. Interrogative pronouns.

4. Interrogative adverbs.
5. Interrogative adjective.*

Note.—Include the correlative conjunctions in the study of connectives.

3. Special attention to adverbial clauses of cause, condition, purpose, and consequence.

4. Concrete illustrations of technical terms.

5. Verbals: Infinitives, participles, and participial nouns.

6. Elliptical sentences.

7. Exercises in expanding, condensing, and recasting words, phrases, and clauses.

8. Particular attention should be given to the adverbial modifier.

9. Prepositions and interjections.

10. Syntax.—Possessives.

(1) Joint ownership.

(2) Several possessors.

When several possessive nouns modify the same word and imply common possession, the possessive sign is added to the last only. If they modify different words, expressed or understood, the sign is added to each.

Illustrations John and Harry's boat. John's and Harry's boat. In the first example, John and Harry are represented as jointly owning a boat; in the second, each is represented as owning a separate boat.

*Some excellent authorities call the interrogative adjectives, *which* and *what*, relative adjectives. See Plan of 8A, "Remarks," under item 5.

(3) Explanatory possessive.—When a possessive noun is followed by an explanatory word, the possessive sign is added to the explanatory word only.

(4) Personal pronouns have no possessive sign.

(5) The prepositional phrase introduced by *of* is often equivalent to the possessive.

(6) Double possessive.—The possessive may be used after *of*; as,

A story of Mark Twain's is always interesting;
Take this hat of Jim's (Jim's hat).

1. Capitalization.—

Review. No. 38, 39, 40.

12. Punctuation.—

Review the rules for the interrogation point, exclamation point, parenthesis, and dash.

FIFTH MONTH.

Remarks.—The reviews should cover (1) analysis and classification of sentences and (2) functions of word, phrase, and clause elements.

Pupils should be required to study by topics, as the tenses and moods of verbs; phrases; clauses, etc.

Plan of Work.

1. The exercise in analysis and synthesis should be more difficult than those of the preceding grades.

2. Various uses of nominative case.

3. Various uses of objective case.

4. Various uses of noun phrases and clauses.

5. Adjective phrases and clauses.

6. Adverbial phrases and clauses.

7. Connectives, including correlative conjunctions.

8. Independent elements: Words, phrases, and clauses.

9. Syntax.—Correction of common errors through the discovery of good usage and the application of the rules of grammar.

10. Capitalization.—Review.

11. Punctuation.—Review.

RULES OF PUNCTUATION.

The Comma (,) is used—

1. To set off elements* in the same construction forming a series.

Ex. Earth, air, and water teem with life.

2. To set off transposed elements.

Ex. When the wicked entice thee, consent thou not.

3. To set off interposed elements.

Ex. This, however, was not my purpose.

4. To set off short quotations informally introduced.

Ex. Who said, "Let us have peace?"

5. To set off independent elements.

Ex. Fly, brother, fly.

John, come here.

(In grades 4A and 4B the rule is this:—
To set off words of address.)

6. To mark the omission of a word.

Ex. John was good; William, bad.

New York, Jan. 4, 1916.

7. Sometimes between the members of a compound sentence that are not subdivided by commas.

Ex. We love Burns, and we pity him.

8. Sometimes at the end of a long subject.

*"Elements," as here used, means "words, phrases, or clauses."

Ex. The Convention which assembled at Paris in 1792, decreed that royalty was abolished.

9. To set off appositive elements.

(5B-6B. To set off explanatory elements).

(When the element is only a word or two no comma is needed.)

Ex. James Brown, Ph.D., is here.

George, the boy who played truant, is here.

10. Paul the apostle was a good man.

The Semicolon (;) is used—

10. Before as, viz., namely, etc., when they introduce examples; as,—

Ex. A noun is a name; as, John.

11. Between members of a compound sentence that are subdivided by commas.

Ex. Where thou goest, I will go; and where thou lodgest, I will lodge.—,—;—,—.

The Colon (:) is used—

12. Before an enumeration or quotation introduced by as follows, the following, etc.

Ex. The following persons are elected to office: President, James Finn; Secretary, Mary Brown.

13. Between the members of a compound sentence that are subdivided by semicolons.

Ex. —;—:—;—.

The Period (.) is used—

14. After declarative and imperative sentences [after statements and commands for first four years].

Ex. God is good.

John, come here

15. After abbreviations.

Ex. Prof. John Brown, A. M.

16. After Headings, and Arabic figures used to number paragraphs.

The Interrogation Point (?) is used—

17. After questions.

The Exclamation Point (!) is used—

18. After elements that denote strong feeling.

Ex. To your tents, O Israel!

Alas! How have I fallen!

Quotation Marks (" ") are used—

19. To enclosed words used by another.

Ex. "This," said he, "is America." (divided).

Who said, "The sun does move?"

20. A quotation within a quotation of double marks is indicated by single marks.*

21. A quotation within a quotation of single marks is indicated by double marks.*

Ex. Trench says, "What a lesson is contained in the word 'diligence'!"

The Professor began as follows: "Trench says, 'What a lesson is contained in the word "diligence"!'"

The Dash (—) is used—

22. Sometimes instead of parenthesis marks.

Ex. I repeat—and this is the principal part of my story—that wages are too low.

*Omit No. 20 and No. 21.

23. To denote a sudden change of thought.

Ex. I believe—but what is the use of talking?

24. At the end of a line to show that the sense is incomplete.

Ex. See after "used" in the above rules.

25. After a side heading.

Ex. Example.—

Marks of Parenthesis ( ) are used—

26. To set off expressions that form no necessary part of the sentence.

Ex. It is evident (so they say) that the army is too small.

Brackets [ ] are used—

27. To enclose words that are not the author's, in order to explain the meaning of to supply an omission.

Ex. "The President [Mr. Little] called the members to order."

"The wages of sin is [are] death."

The Apostrophe (') is used—

28. To indicate the possessive case.

29. To form plurals of letters, signs, etc.

30. To indicate the omission of letters or figures.

Ex. The Boys of '76; 'Tis true.

The Hyphen (-) is used—

31. At the end of a line when part of a word is taken to the next line.

32. To join the parts of some compound words.

Ex. Motner-in-law.

The Caret (A) is used—

33. To show where something is to be inserted.

The Star (*), Dagger (†), Double Dagger (‡), etc., are used—

34. As marks of reference.

35. In Manuscript—

(1) One line under a word means *italics*.

(2) Two lines mean SMALL CAPITALS.

(3) Three lines mean CAPITALS.

RULES FOR CAPITALS.

The following words should begin with capitals.

36. The first word of every sentence.

37. The first word of a line of poetry.

38. Particular names, and words derived from them. (Above 4B use "proper nouns," etc.)

39. The words North, South, East, West, when used to denote parts of the country.

40. Names of months and days (not seasons).

41. The first word of a direct quotation or question.

42. Names representing the Deity.

43. Names of the Bible and books of the Bible.

44. Titles applied to a person and abbreviations of titles.

45. Names of things when spoken of or to as persons. (In higher grades use "names of things personified.")

46. Important words in titles and headings. (All words may be regarded as "important," except articles, prepositions, and conjunctions.)

47. I and O; "oh" should begin with a capital only when it begins a sentence.

LIBRARY OF CONGRESS
0 019 840 693 4